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ABSTRACT

This parent education program is meant to be used by counselors in much the same way as other parenting programs. It uses "Parents as Tutors" as the text for parents. This curriculum resource guide includes a syllabus, nine lesson plans, and guidelines for counselors. The introduction notes that parent groups work best with 8-12 parents. The nine lessons include these topics: (1) how to complement the school environment; (2) how to perform active listening and response; (3) how to personalize parent tutoring; (4) how to promote child/student motivation; (5) how to apply association learning; (6) how to apply "tasking-out" content; (7) how to apply goal seeking learning; (8) how to reinforce child/student learning; and (9) how to promote independent learner status. Specific performance objectives for each lesson are listed. For each chapter the instructional topic, prerequisite(s), interest approach with time requirement, performance objective, preassessment, learning experiences with subgoal topics, post-test, references and resources, and notes are listed. (ABL)

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COUNSELOR'S RESOURCE GUIDE FOR TRAINING PARENT TUTORS

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Guidelines for Counselors Using Parents as Tutors

Overview

This parent education program is meant to be used by counselors in much the same way as other parenting programs. This program uses the book, Parents as Tutors written by Vogler and Hutchins in 1988, as the text for parents. The syllabus and lesson plans were prepared with the help of two software packages, Peaks CourseBuilding Software and PEAKSolutions LessonBuilding Software tm., developed by PEAKSolutions and Vogler in 1989. The software has sound curriculum procedures and covers the five things teachers often fail to do: (a) fail to gain interest; (b) fail to pretest; (c) fail to ask enough questions and enough high level questions; (d) fail to give good quality instruction and good quality assignments; (e) fail to explicitly indicate what the objective of the lesson is.

The curriculum resource guide includes a syllabus, nine lesson plans, and guidelines for counselors. In addition, a copy of Parents as Tutors (Vogler & Hutchins, 1988) is needed. The instructions for each lesson plan are quite complete. Structure is needed for the group sessions. Discussion and sharing of ideas is important, but so is the presentation of didactic ideas.

Groups can be run with small or large numbers; however, 8-12 parents is best. Depending on the size of the parent group, the leader may want to group parents for some activities by the ages of their children. Brainstorming activities may be less effective with very

small groups. Examples used in the sessions should be made applicable to the particular group with which the leader is working.

General Recommendations

A number of recommendations grew out of the field testing of this program and may be useful to counselors as they prepare to lead a Parents as Tutors group.

1. Advertising for parent tutor groups should emphasize the positive aspects of helping children become independent learners while reducing the homework hassle. However, parents should be informed that positive homework skills take time to learn and practice. Parents can also be informed that parents' negative feelings about the homework process can be eliminated when children become independent learners.

2. This program is set up in a nine week format. This format makes it usable for a community college or adult education course. For public schools a six week format seems preferable. A six week parent tutor program during the fall semester, preferably from early October to mid-November (before Thanksgiving activities begin) is recommended. The specific method for combining lessons follows:

Week 1: Session 1

Week 2: Session 2 and the first part of Session 3

Week 3: Session 3 (second part) and Session 4

Week 4: Session 5 and Session 6

Week 5: Session 7 and Session 8

Week 6: Session 9

Additional instructions for combining sessions are provided in the individual lesson plans.

3. While it is impossible to guarantee an optimum number of participants (8-12) for a parent tutor group, the curriculum developer suggests that group leaders try to offer a parent group at a convenient time for the majority of interested parents.. This suggestion may entail seeking advance information from parents before offering a parent tutor group.

4. If the leader so desires, the first session can be advertised as an orientation session in which parents decide whether their needs and the program's goals coincide with each other.

5. Offering child care during the parent tutor sessions may improve parent group participation.

6. Parental involvement in the homework process can be a serious problem. Often the parents who choose to participate in this type of parent education group are highly concerned and may be overinvolved. These parents need reassurance, support, and permission to "let go". They also need to practice the skills that help them teach their children to accept responsibility for their own work.

7. Providing parents with the names and phone numbers of others in the group and encouraging phone calls and conversations by participants between parent group sessions may provide additional support and may help maintain parent group attendance better.

8. Information should be provided to potential parent participants that previous participants have experienced positive effects for themselves and their children in the homework process.

9. Leaders should emphasize to parents the value of their doing homework in the parent tutor program which provides a model of desired behavior to their children.

10. Providing a parent tutor group concurrently with a group for children of the involved parents, using similar topics for each, is a different but possible approach for the Parents as Tutors program.

11. The leader of a parent tutor group should have good counseling skills that relate primarily to enabling parents to share ideas. Using these skills entails drawing some people out while keeping others from monopolizing the group discussion. At the same time the discussion should be focused and meaningful.

12. Variety in the sessions is important, but the most valuable way parents learn and grow is through group discussion. Thus, group discussion and interaction should be one of the primary strategies used in a parent tutor group.

13. Since counseling skills are so important and since group discussion is one of the best ways parents learn, elementary counselors are ideal persons to provide parent tutor groups in the schools. Their training prepares them for this responsibility.

14. Having co-leaders or working with a parent who is trained to help with initial role play situations would be beneficial for modeling role playing skills.

15. The group leader should collect some baseline data from parent participants regarding the current homework practices and/or difficulties at the beginning of a parent tutor group. (See Addendum C for a recommended format. Two of the practices, numbers 4 and 7, are negative and suggest the need for remediation.)

16. Weekly evaluation can be informal in nature, probably gathered through parental sharing at the beginning of each parent tutor session.

17. At the end of the parent tutor program, parents should provide written comments on how the parent tutor program made a difference in the parental relationship with the child in the homework situation. This final response provides a summary of parent and child growth during the parent tutor group and helps parents view the future in a positive way.

18. The individual lesson plans for Parents as Tutors have the potential for being used as one session workshops on such topics as organization, motivation, association learning techniques, task development techniques, and goal seeking behaviors for parent and child.

Suggestions for Group Meetings

1. At each session of the parent group, the leader should provide advance organization for the group with an agenda that lists the content goals and objectives (subgoals) for that session. The performance objective describes what should be accomplished by the parents and can be read by the leader after announcing the content goal.

2. The sessions are planned to last approximately two hours with a 10 minute break. Sessions should not go past the announced finish time.

3. Parents may buy (or borrow) a book at the first session. They should each be given a syllabus with the content goals and performance objectives.

4. Parents can read Parents as Tutors chapter by chapter in preparation for each session or they can read the whole book at one time. Skills will be worked on week by week and will build cumulatively. The key ingredient is parental practice of the skills (approximately 50-60 minutes total per week).

5. Important guidelines for counselors to relate to parents regarding assignments for the sessions are: (a) parental practice of the skills is vital to developing an independent learner; (b) parents should work with the child 5 out of 7 days per week for 5-10 minutes per day but no more than 10 minutes (if a day is missed, they should just start again the next day); (c) only one parent should work with the child at a time, not two (the parents may alternate days, if desired).

6. The leader needs to assess how much review is appropriate at each session. The leader may need to be very concrete for some groups.

7. The leader may provide a supplemental reading list to parents, if desired (see Addendum B).

8. Activities with asterisks (*) in the lesson plans are the most important ones to complete. However, leaders may select other activities or prepare their own.

9. Addendum A provides a brief resource list for counselors.

10. Addendum D provides a sample letter to parents that can be used to inform parents about a Parents as Tutors group. The letter contains specific information about the leader(s), the overall plan for the parent education group, the meeting dates and time, required materials, and returnable interest forms. The leader should make any necessary changes (e.g., the number of weeks the program will last, etc.).

Addendum A: Resource List for Counselors*

Kits and Books

Dinkmeyer, D., & McKay, G. D. (1989). STEP: Systematic training for effective parenting (rev. ed.). Circle Pines, MN: American Guidance Service.

Muro, J. J., & Dinkmeyer, D. C. (1977). Counseling in the elementary and middle schools: A pragmatic approach. Dubuque, IA: Wm. C. Brown.

Popkin, M. (1983). Active parenting. Atlanta, GA: Active Parenting.

Vogler, D. E., & Hutchins, D. E. (1988). Parents as Tutors. Alexandria, VA: National Community Education Association.

Audiovisual Resources

Self-esteem in school age children. (Available from Self-Esteem Project, 3 Wallace Annex, VA Tech, Blacksburg, VA 24061-0431)

Where there's a will there's an A. (Available from Chesterbrook Educational Publishers, Inc., Paoli Corporate Center, 16 Industrial Blvd., Paoli PA 19301)

*The supplemental reading list for parents has additional resources for counselor use.

Addendum B: Supplemental Reading List for Parents

Brooks, J. B. (1987). The process of parenting (2nd ed.). Palo Alto, CA: Mayfield Publishing.

Canter, L., & Canter, M. (1989). Assertive discipline for parents (rev. ed.). Santa Monica, CA: Harper & Row.

Dreikurs, R., & Soltz, V. (1964). Children: The challenge. New York: Hawthorn.

Gordon, T. (1975). Parent effectiveness training. New York: New American Library.

Greene, L. J. (1987). Smarter kids. New York: Ballentine Books.

Kersey, K. C. (1983). Sensitive parenting. Washington, DC: Acropolis Books.

Popkin, M. (1987). Active parenting: Teaching cooperation, courage, and responsibility. San Francisco: Harper & Row.

Rich, D. (1988). Megaskills: How families can help children succeed in school and beyond. Boston: Houghton Mifflin.

Rimm, S. B. (1990). How to parent so children will learn. Watertown, WI: Apple Publishing.

Stainback, W., & Stainback, S. (1988). How to help your child succeed in school. New York: Meadowbrook.

Addendum C: Checklist of Parent Practices Related to Homework

Please read the items below and check whether you DO or DO NOT regularly engage in the activity.

ACTIVITY (What I usually do now)	Usually DO	Usually DO NOT
1. Establish routine/organization (provide space, time, eliminate distractions).....		
2. Ask questions (listen accurately to the child's concerns).....		
3. Provide Motivation (Get the child interested, provide structure, & give encouragement).....		
4. Sit down with the child and stay until homework is finished.....		
5. Help the child set goals for study (what and why).....		
6. Help the child develop a plan for doing the homework assignment (How to do it).....		
7. Provide content-related help (Suggest answers for homework)....		
8. Other: Please specify other kinds of activities you engage in to help with your child's homework:		

Addendum D: Sample Letter to Parents

Dear Parents,

Do you experience difficulty with your child at homework time? Is homework a hassle? Who is developing homework skills--parent or child? If some of these questions remind you of your family's experience with homework, you may be interested in participating in a parent education group that will help parents develop skill in working more effectively with the homework process. The group will begin on (day), (date), and continue for (six, nine, etc.) weeks. Parents will work on such things as using active listening, asking appropriate questions, and developing motivation. Parents will develop the framework for helping their children become independent learners. There are no instant answers for the homework hassle; however, parents can develop new patterns for dealing with the homework situation.

This group is especially designed for parents of elementary age children. Even parents with kindergarten through second graders can begin helping their children establish good study habits now, whether or not the children have homework yet. A short booklet, Parents as Tutors, will provide direction for the group. The only charge will be (amount) for the book. Discussion will be the main format of the group led by (name), the counselor in this school.

The group will begin meeting and continue for (six, nine, etc.) weeks through from 7:00-9:00 P.M. in the school (location). If you are interested in participating in this group, please fill out the information below and return to your child's teacher by _____. If you have any questions, please call

---

I would like to participate in the parent group to help parents work more effectively with the homework process. I understand it begins on (date) from 7:00-9:00 P.M. and will meet a total of (number) weeks.

Name_____

Address_____Phone_____

Children's names and ages_____

I am not able to participate at this time but would be interested in this type of group in the future. Yes_____ No_____

Syllabus for Parents as Tutors

COURSE DESCRIPTION

This parent tutoring program provides teaching/learning practices with emphasis on helping parents develop practical skills for working with children more appropriately and effectively in the homework process.

COURSE FOCUS

This parent education group places emphasis on practical ways for parents to help their children learn how to handle the homework process and become independent learners.

TEXT AND REFERENCES

Vogler, D. E., & Hutchins, D. E. (1988). Parents as tutors. Alexandria, VA: National Community Education Association.
Other materials will be provided by the group leader.

COURSE GOALS

The following list of course goals will be addressed in the course. These goals are directly related to the performance objectives (Addendum A).

1. complement school environment
2. perform active listening and response
3. personalize parent tutoring
4. promote child/student motivation
5. apply association learning
6. apply "tasking-out" content
7. apply goal seeking learning
8. reinforce child/student learning
9. promote independent learner status

STUDENT CONTRIBUTIONS

Each parent will 1) attend the group sessions, 2) provide informal feedback on the sessions, 3) practice the parent tutor skills at home, and 4) provide feedback on the parent tutor sessions at home. Parents should plan to spend 5 - 10 minutes per day (no more than 10) using the skills with the child that were practiced during the parent group. As suggested in the text, a parent should be available to support the child in the homework process approximately 30 - 60 minutes per day. Only one parent should work with the child at any given time, but the parents may alternate carrying out this responsibility.

COURSE EVALUATION

Each parent will complete an evaluation of the parent tutor program at the conclusion of the final session.

COURSE SCHEDULE

The parent group meets two hours per week for 9 weeks. The instruction will generally follow the sequence of goals listed above. Canceled sessions will be rescheduled.

Addendum A: Performance Objectives

1. Working directly with the child, the parent will complement school environment. Performance will be satisfactory if good study space is provided, a homework routine is established, and teacher instruction is supplemented through enrichment, remediation, and/or practice.

2. Provided with simulated content, the parent will perform active listening and response. Performance will be satisfactory if encouraging parent/child dialogue, using active listening, and asking questions is practiced in workshop exercises and used several times at home during the week. The practice should be consistent with the guidelines in Parents as Tutors.

3. Using Chapter 3 in the book, Parents as Tutors, the parent will personalize parent tutoring. Performance will be satisfactory if parent/child TFA patterns are assessed, if the parent builds on and supplements the child's TFA strengths, and if ideal parent tutor TFA patterns are used.

4. The parent will promote child/student motivation. Performance will be satisfactory if the parent provides motivation through encouragement, structure, and interest practices several times during the week, and if the practices are consistent with the guidelines in Parents as Tutors and the suggestions developed in class.

5. Working directly with the child, the parent will apply association learning. Performance will be satisfactory if the parent clarifies learner homework, identifies learner knowledge, and creates associations using the guidelines in Parents as Tutors.

6. Working directly with the child, the parent will apply "tasking-out" content. Performance will be satisfactory if content is broken down, smaller segments are taught, and academic components are combined using the guidelines in Parents as Tutors.

7. Working directly with the child, the parent will apply goal seeking learning. Performance will be satisfactory if the parent helps the child establish realistic goals and make a commitment to them using guidelines provided in Parents as Tutors.

8. Working directly with the child, the parent will reinforce child/student learning. Performance will be satisfactory if learning is reinforced and the reinforcement is consistent with the guidelines in Parents as Tutors and suggestions developed in the parent group.

9. The parent will promote independent learner status. Performance will be satisfactory if learner independence and the tutor process is assessed using guidelines established in the parent group.

Weekly Lesson Plans

Session 1

Parent Education Group: Parents as Tutors

LESSON PLAN FOR CONTENT GOAL:
complement school environment

INSTRUCTIONAL TOPIC
complementing school environment

PREREQUISITE(S)
There are no prerequisites.

INTEREST APPROACH (time: 40 minutes)

It is very important to set the tone of this parent education group at the first session. The interest approach will take longer at this session to allow for introductions (possibly using an icebreaking activity) and a description of the overall program in addition to the objectives for this lesson.

1. The leader(s) will introduce herself/himself. The leader will then ask the parents to introduce themselves, tell their children's names and ages, and describe briefly what has brought them to this session: their needs, their frustrations, their successes, etc. The parent comments should pique interest and participation. Some questions the leader can ask to encourage sharing are: How do the homework arrangements and routines you currently use work in your family? What frustrations do you experience? What good things have occurred? How often do these problems/good happenings occur? Do other parents in the group have these same kinds of experiences? Do you want to establish or get rid of these types of experiences? (The counselor is developing baseline information and also helping parents see similarities and differences in their experiences.)

2. The leader should keep the introductions going and yet be sensitive to the group's need to share experiences with each other. Following introductions the leader should hand out the syllabus and books, describe the "Parents as Tutors" program, and indicate the remaining agenda for the session. (Several points the leader can make about the program are:

a. This program places emphasis on parent growth and support. It takes time and practice to help children learn the skills to become independent learners.

b. Research has indicated that parent involvement in children's education improves student achievement and attitudes.

In addition, homework is the number one cause of conflict in the home (Henderson, 1988).

c. The syllabus components can be read with the participants. The leader may want to elaborate on course goals and parent contributions. There are nine course goals for this program. The goals are further elaborated in the performance objectives which indicate what the parents should be able to do as a result of attending each session and practicing the skills that were presented.

d. The goal for this session is "complement school environment". The agenda (see Notes) can be shared. Each subgoal is one of the session objectives.

PERFORMANCE OBJECTIVE

Working directly with the child, the parent will complement school environment. Performance will be satisfactory if good study space is provided, a homework routine is established, and teacher instruction is supplemented through enrichment, remediation, and/or practice.

PREASSESSMENT

STARTING POINT PRE-TEST (time: 0 minutes)

The interest approach provides a starting point. No pretest will be given unless the leader decides to do so. If desired, additional questions related to current homework practices regarding study space, routine (e.g., time, process, etc.), and enrichment/remediation skills can be asked. E.g., the leader may ask such questions as: 1) What happens in your house when your child brings in her homework? What routines do you currently have in place? How do these things work? What physical arrangements do you have established?

EXEMPTION TEST

No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: promote student space and routine.

DOMAIN: Cognitive LEVEL: Fact

THEORY OF LEARNING: Goal Seeking

METHOD OF DELIVERY: Discussion (time: 25 minutes)

INSTRUCTOR PRACTICES

(It is recommended that activities with asterisks should be done first. The other activities can be done at the leader's discretion.)

*1. The leader will provide an opportunity for the group to discuss the importance for the child to have

a study space and routine. Alternative points of view will be explored.

*2. The leader will give the parents an opportunity to make comments, ask questions, or share concerns related to establishing space and routine.

3. The leader will help the group create a list of alternative routines, including different study times and study spaces that might fit different families' needs and lifestyles. The ideas can be recorded on the flipchart.

4. The leader will role play with a parent volunteer (or the other counselor) how a parent might begin to help the child establish space and routine. (The group should be warned that the current process won't change instantly.)

ASSIGNMENTS (time: 0 minutes)

See last subgoal for assignment.

SUBGOAL TOPIC: supplement teacher instruction

DOMAIN: Cognitive LEVEL: Understanding

THEORY OF LEARNING: Problem Solving

METHOD OF DELIVERY: Discussion (time: 15 minutes)

INSTRUCTOR PRACTICES

*1. After explaining that "supplementing teacher instruction" means "adding to" it, the leader will promote parent discussion of ways to supplement the teacher's instruction. The leader will ask if there are ways that the parents currently do this. The leader may want to ask some of the following questions: Are there other ideas they would like to try? What are parents' concerns or thoughts about supplementing teacher instruction? What questions do they have about supplementing teacher instruction?

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: enrich/remediate/practice student learning.

DOMAIN: Cognitive LEVEL: Understanding

THEORY OF LEARNING: Task Development

METHOD OF DELIVERY: Discussion (time: 15 minutes)

INSTRUCTOR PRACTICES

*1. The leader will ask the group to discuss what it means to provide enrichment, remediation, and practice skills to help children learn. The leader can indicate that enrich means to "stretch", remediate means to "strengthen", and practice means to "use". Parent discussion will be encouraged.

*2. Parents will be asked to brainstorm ideas for enrichment, remediation, and practice skills that

parents can use with children to help them in the learning process. These ideas can be recorded on a flipchart. If the group needs help with brainstorming ideas, some are suggested below.

Enrichment: family trips (museums, planning, map-reading); family games (telling time, counting money, giving directions, math games, reading signs, reading license plates); reading and discussion; T.V. news; newspapers; cooking; drama; telling stories; projects; maps; globes; etc. Many of these ideas can be modified to provide remediation or practice activities.

ASSIGNMENTS (time: 60 minutes)

*1. The parent will attempt skill performance by helping the child decide on study space and routine using the ideas suggested in the parent group session. Parents should be encouraged to spend 5-10 minutes daily (no more than 10) working with the child on figuring out space, routine, and possible rewards for doing homework more effectively. The leader should remind parents about being available for 30-60 minutes daily.

*2. Read chapters 1 and 2 in the text.

3. During the week parents should notice opportunities that arise for supplementing the teacher's instruction and share these at the next group session.

4. During the week parents should identify ideas for enrichment, remediation, and practice that may help their children. They can share these ideas at the next session. During the week parents will brainstorm ideas for enrichment, remediation, and practice skills related to teaching/learning. The parents will share new ideas at the next session.

POST-TEST (time: 5 minutes)

No test will be given. Optional: the leader may choose to have the group evaluate this session.

REFERENCES AND RESOURCES

Vogler, D. E., & Hutchins, D. E. (1988). Parents as tutors. Alexandria, VA: National Community Education Association.

Overhead projector and a transparency with definitions of enrichment, remediation, and practice (optional).

Flip chart (optional).

NOTES

1. This organizational session will include some "housekeeping" chores, an explanation of the group process, and a description of

this group in particular. Additional information about these items will be covered in the "Guidelines for Counselors".

2. This session, like all sessions, should include a 10 minute break at a convenient time after the first hour. Money for the books can be collected during the break. If desired, refreshments can be provided and/or parents can be encouraged to sign up to help with this. If parent information is needed, forms can be filled out during the break (see "Guidelines for Counselor").

3. This group session will mainly be motivational and will be an opportunity to gather information about parent practices, needs, and concerns related to the homework process. Parents will have an opportunity to see how the group process works and to test their "level of comfort" in sharing ideas. The leader may need to share "answer" or encourage the group to do so. The leader will need to balance concentrating on the objectives with allowing the group to share suggestions.

4. Asterisks (*) in front of activities indicate those that should be done first during the session. However, group leaders can select other activities that are listed or create their own.

5. Suggested agenda for Session 1 (should be listed on flipchart):

- --Introductory activity (Leader: this is the "interest approach)
- --Overview of "Parents as Tutors"
- --Session goal: complement school environment
- --Objectives
  1. promote student space and routine
  2. supplement teacher instruction
  3. enrich, remediate, and practice student learning
- --Assignment
- --Session summary
- --Session evaluation (optional)

A 10 minute break will be taken after the first hour.

Session 2

Parent Education Group: Parents as Tutors

LESSON PLAN FOR CONTENT GOAL:
perform active listening and response

INSTRUCTIONAL TOPIC
performing active listening and response

PREREQUISITE(S)
There are no prerequisites

INTEREST APPROACH (time: 15 minutes)

*1. The leader will present two vignettes of typical students. The group will then be encouraged to discuss differences, similarities, and implications for the homework process.

Vignette 1: Tim is a bright student who does his homework in the middle of the family room floor. He can watch T.V., carry on a conversation, talk on the phone, and complete his homework all at the same time. He is interesting, outgoing, gets mostly "A's", and is an independent learner.

Vignette 2: Jill is an independent learner who spends 2-3 hours per day studying in her room. She isolates herself from family interaction and requires silence in order to concentrate while doing homework. She get mostly "A's" also. (Possible questions for leader use: What implications do these two vignettes for developing independent learners? What ideas do last week's objectives provide for dealing with different types of students?)

*2. Review of previous session: Ten minutes is an appropriate amount of time (at least eventually) to directly work with your child on the homework process. Steps include:

a. At the beginning of the homework time, spend approximately 2 minutes asking the child, "What do you have to do?" Remind the child to feel free to ask questions rather than getting stuck while doing homework.

b. Provide about 5 minutes while the child is doing homework to answer questions. If the child has no questions, the parent may want to ask a couple of questions related to what the child said he had to do.

c. At the end of the homework time the parent may spend about 3 minutes reviewing the finished work and may ask, "What do you know now about what you have just done?"

3. Other leader review (optional): What ideas did you come up with this week for supplementing teacher instruction in terms of enrichment, remediation, and practicing skills?

*4. Since the course goals build on each other, the leader may ask the group to share what happened related to last week's assignment and how it worked. The leader should also share this session's content goal, the performance objectives, and the agenda (see Notes).

PERFORMANCE OBJECTIVE

Provided with simulated content, the parent will perform active listening and response. Performance will be satisfactory if encouraging parent/child dialogue, using active listening, and asking questions are practiced in workshop exercises and used several times at home during the week. The practice should be consistent with the guidelines in Parents as Tutors.

PREASSESSMENT

STARTING POINT PRE-TEST (time: 0 minutes)

No starting point test: The instructional approach begins at ground level.

EXEMPTION TEST

No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: encourage parent-child talk.

DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Goal Seeking
METHOD OF DELIVERY: Discussion (time: 20 minutes)
INSTRUCTOR PRACTICES

*1. The leader will select a parent or ask the co-leader to participate in two role plays (which demonstrate positive and negative ways of communicating with the child about homework). The leader should play the parent role; the other person should play the child's role.

Role play 1: (In this role play all question should be followed by silence allowing the child to respond. The parent and child need to pick a time for this discussion when both can concentrate and be responsive. The time negotiation can be part of the role play. During the brief interaction the parent may also help the child sketch out the homework agenda. This role play should demonstrate a positive way of listening and questioning the child. Sample

ideas for the "parent" follow. Use appropriate choices or make up your own.)

Parent: Tell me about your day at school. I'd like to hear about your day. What were two good things that happened at school today? What are two new things you learned today ? What made today special for you? If the child responds with negative comments, the parent can ask the child to tell one thing that was special (good) and one that was difficult (upsetting, bad). E.g., what was best about today? What was worst?

Role play 2: (This role play should demonstrate a poor way to listen and respond. The "parent" should bombard the child with questions, interrupt, etc.)

Parent: What do you have for homework today? Do you have math? You need to start right away. Do you have spelling? You know that is your worst subject. How about English? Why don't you sit right down and start? Etc.

Following the role plays parents can discuss what worked, what did not work, and why. They can also discuss implications for positive way to talk with their children about homework and school. (This idea is similar to #2 below.)

2. The leader will ask the parents to suggest guidelines for talking in encouraging ways to their child. What are the pitfalls to avoid? What are some things that have worked well? Ideas may be listed on the flipchart.

3. The leader will have parent pairs role play a parent and child. The parent is to encourage the child to tell him/her about something special. Discussion should last about a minute. The parents will switch roles. After another minute they will give each other feedback (discuss what occurred, what was easy, what was difficult, etc.). This exercise can be done with the whole group or in breakdown groups.

4. The leader should allow time for questions and concerns to be shared regarding the topic.

ASSIGNMENTS (time: 0 minutes)

See last subgoal for assignment.

SUBGOAL TOPIC: use active listening.

DOMAIN: Psychomotor LEVEL: Practice

THEORY OF LEARNING: Goal Seeking

METHOD OF DELIVERY: Proficiency Exercise (time: 20 minutes)

INSTRUCTOR PRACTICES

*1. Leader presentation (didactic segment): There is a link between what is said and how it is said. What is said may contribute less than 10% of the message. About 40% of the message is contributed through vocal characteristics such as pitch, volume, speed, etc. About 50% of the message is contributed through body language such as gestures, expression, posture, etc. Thus, the parent tutor must engage in active listening and accurate responding to both verbal and nonverbal content. Accurate response calls for listening carefully, not interrupting, using silence as a means for both the parent and child to process messages, making clarifying statements, and asking appropriate questions (see next subgoal).

*2. Ask parents to share some typical situations related to the homework process in which they have inaccurately or accurately interpreted the messages from their children. Some of these situations can be roleplayed, if desired. The leader can ask what implications these situations offer for accurate interpretation of messages and parental response.

3. The leader can model use of silence through role play, if desired. The leader will then ask the parents to share some reasons for using silence after asking the child a question. General discussion about the "pro's and con's" of silence should follow.

4. The leader will assign 3 parents to a team. Each parent will be given the role of parent, child, or observer. The assignment for the parent is to ask the child questions and wait at least 3-5 seconds after the child's response before asking another question. The parent should do this for about one minute. The observer should briefly give feedback on the amount of silence she notes and the results of the silence. Then the group should switch roles until each has served in each role. As a large group everyone can process the experience of using silence and whether it helped provide more accurate questions and response.

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: ask open and closed questions.

DOMAIN: Cognitive LEVEL: Application

THEORY OF LEARNING: Task Development

METHOD OF DELIVERY: Proficiency Exercise (time: 20 minutes)

INSTRUCTOR PRACTICES

*1. The leader will involve the group in a discussion and demonstration of open and closed questions. The

leader can have information from pp. 6 & 7 of the text on a transparency or ask parents to refer to the text. Several volunteers (or the co-leader) will be asked to demonstrate use of these types of questions while the leader charts the question beginnings (e.g., do, is, how, what, etc.). The group will be given the opportunity to discuss the value and purpose of each (what kinds of answers are given for each type of question).

2. The leader will have the parents divide into groups of three to practice asking open and closed questions. One person will act as observer and then give feedback. The roles will be switched until each person asks questions, responds, and observes. Full group discussion will follow the breakdown groups.

ASSIGNMENTS (time: 60 minutes)

*1. The parent should spend approximately 10 minutes daily with the child encouraging the child to talk, practicing active listening, asking appropriate questions. This can be done simultaneously with helping the child organize and prepare for doing homework. Parents can share their experiences at the next session.

*2. Read chapter(s) 3 (and 4) in the text.

POST-TEST (time: 5 minutes)

No test will be given. The leader may ask the parents to complete an evaluation of this session, if desired.

REFERENCES AND RESOURCES

Vogler, D. E., & Hutchins, D. E. (1988). Parents as tutors. Alexandria, VA: National Community Education Association.

Flipchart.

Overhead projector and transparency of types of questions from pp. 6 & 7 (optional).

NOTES

1. This lesson involves lots of practice of skills related to active listening and responding. Accurate feedback given in a positive way is important. A sense of trust must be present in the group. The leader will be modeling the desired group behaviors and giving positive reinforcement.

2. If the leader is using a 6 session format, subgoals 1, 2, and 3 may be combined and presented in approximately one hour, allowing about 30 minutes to introduce concepts from Session 3 (TFA). TFA concepts fit nicely with subgoal #2 (active listening) of this lesson. The messages parents and children give and receive have a lot to do with their TFA (thinking, feeling,

acting) patterns in a given homework situation (or in any situation).

3. The suggested time limits for each subgoal should be increased if a 9 session format is used.

4. Suggested agenda for Session 2 (This may be changed if Session 2 and part of Session 3 are combined.):

- --Introductory and review activities
- --Session goal: perform active listening and response
- --Objectives:
  1. encourage parent/child talk
  2. use active listening
  3. ask open and closed questions
- --Assignment
- --Session evaluation (optional)

A 10 minute break will be taken after the first hour.

Session 3

Parent Education Group: Parents as Tutors

LESSON PLAN FOR CONTENT GOAL:
personalize parent tutoring

INSTRUCTIONAL TOPIC
personalizing parent tutoring

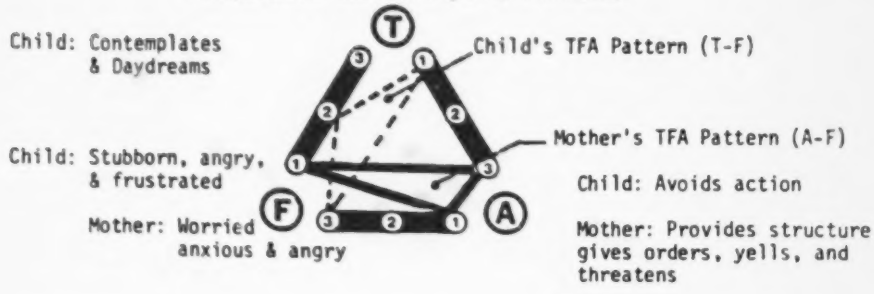
PREREQUISITE(S)
There are no prerequisites.

INTEREST APPROACH (time: 20 minutes)

1. To provide a brief review of the previous session, the leader may ask, "What do you need to know and be able to do to perform active listening and response? What kinds of things did you do this past week with your child that provide examples of good listening and response?"

*2. The leader will present a brief explanation about behavior. E.g., "Behavior includes how one thinks, feels and acts. Everyone uses these three aspects of behavior in unique ways depending on the current situation. To demonstrate this, I am going to map a mother and child's behavior patterns in a tense homework situation. The TFA (thinking, feeling, acting) triangle allows us to map the patterns." (Patterns for example are shown below.)

TFA patterns and Descriptive TFA words



"The child thinks a lot about the homework and has strong feelings but takes almost no action toward accomplishing the work. The

mother has strong feelings and actions. She is angry; she yells (action)." Descriptive words and phrases explain the thoughts, feelings, and actions of the mother and child. The group can help come up with these descriptors, if desired. The leader can ask the group to discuss what they see in the two patterns. How do they perceive the mother and child getting along? What does the group think should be done to remedy problems in the homework process? These questions lead directly to the three objectives for the evening which will provide answers for this situation and the group's own homework situations. (This is a good time to describe the goal and objectives for the session. See Notes for agenda.)

PERFORMANCE OBJECTIVE

Using Chapter 3 in the book Parents as Tutors, the parent will personalize parent tutoring. Performance will be satisfactory if parent/child TFA patterns are assessed, if the parent builds on and supplements the child's TFA strengths, and if ideal parent-tutor TFA patterns are used.

PREASSESSMENT

STARTING POINT PRE-TEST (time: 0 minutes)

No starting point test: The instructional approach begins at ground level. However, a brief review (found in the "interest approach") will give all participants the same basic starting point.

EXEMPTION TEST

No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: determine parent and child TFA patterns in the homework situation

DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Demonstration (time: 40 minutes)
INSTRUCTOR PRACTICES

(The "interest approach" provides a good introduction to determining parent/child TFA patterns in the homework situation.)

*1. After handing out copies of the TFA triangle (Attachment #1), the leader will ask parents to describe their behavior and their child's behavior in the homework situation. The leader will ask appropriate stimulus questions in terms of thinking, feeling, and acting (see text) to help parents chart the child's and their own patterns. Several examples

can be placed on a flipchart. (It is suggested that parents map the parent and child patterns for the homework situation but not the "general" patterns that the book describes because confusion may arise.)

*2. The parents will write brief descriptions of their own thoughts, feelings, and actions in the homework situation (as in the example in the "interest approach"). They will do the same for their child. They will then diagram the parent and child TFA patterns on the triangle. The leader will verbally guide the group through this process. Time will be allowed for questions and sharing. Parents may share their parent/child TFA patterns (as many as time permits). The leader can place these on a flipchart. All examples can be used in the next subgoal (building on and supplementing TFA strengths).

ASSIGNMENTS (time: 10 minutes)

See last subgoal.

SUBGOAL TOPIC: build on and supplement the child's TFA strengths

DOMAIN: Cognitive LEVEL: Understanding

THEORY OF LEARNING: Task Development

METHOD OF DELIVERY: Discussion (time: 25 minutes)

INSTRUCTOR PRACTICES

*1. The leader will emphasize that no pattern is better than any other. However, it is helpful is to recognize the individual differences in TFA patterns for parent and child and use that understanding to help the parent work more effectively with the child. E.g., if the parent is highly thinking and the child highly feeling, the parent may work more effectively by starting with the child's feelings and moving him gradually to appropriate thinking.

*2. Supplementing the strength (e.g., feeling) occurs by moving from the area(s) of strength in the TFA pattern to the other areas (e.g., thinking and acting). Using the example in the "interest approach", the leader can help the group look at the child's strengths and determine how the parent can intervene and supplement the child's strengths. In the example the child's TFA strengths are thinking and feeling. The parent can intervene in either of those areas. E.g., the parent can acknowledge the child's negative feelings and ask how he would like to feel instead. Then the parent can move to thoughts by asking questions about what the child needs to do to feel better and what he needs to know to do those things. (Examples of questions to start asking, depending on the child's TFA strengths, are provided

in Attachment #2 and on p. 19 of the text. Attachment #2 can be used as a handout, if desired.) Finally, the leader can suggest questions (or have the group do so) that encourage building a plan of action.

*3. After using the "interest approach" example, the leader can take the previous parent examples and have the group brainstorm possibilities for building on and supplementing the child's TFA strengths. The leader can use as many examples as time permits. (Spending less time on each example in order to look at more is preferable to spending a lot of time on one or two.)

4. Alternate plan for this subgoal: Using an overhead projector and a transparency of page 19 in the text, the leader will teach the group how to build on the child's TFA strengths. Parents will be asked to share their children's patterns and brainstorm ways to build on their strengths. These ideas can be listed on the flipchart.

5. Parents will be given an opportunity to ask questions and share ideas.

ASSIGNMENTS (time: 10 minutes)

See last subgoal.

SUBGOAL TOPIC: use ideal parent-tutor TFA pattern

DOMAIN: Cognitive LEVEL: Application

THEORY OF LEARNING: Goal Seeking

METHOD OF DELIVERY: Proficiency Exercise (time: 25 minutes)

INSTRUCTOR PRACTICES

*1. Play a 15 minute segment of the audiotape, "How to Listen so Kids Will Talk and How to Talk so Kids Will Listen". The leader may choose an appropriate segment or use the recommended segment which provides a description of four ways to empathize with your child.

2. The leader will divide the group into teams of three (or use any configuration desired) to role play vignettes provided by the leader or examples provided by the participants. Role plays should demonstrate how ideal parent-tutor TFA patterns build on and supplement child TFA strengths. Discussion by the whole group can follow.

3. The leader will determine informally the group's understanding of TFA and its applicability to the homework situation and to other life situations. The group should be given time in future sessions to discuss these concepts.

ASSIGNMENTS (time: 60 minutes)

*1. Parents will be asked to observe their own behavior in the homework process during the week. At least twice they should ask the child questions that build on the child's perceived TFA strength. The parent should evaluate the results of this practice.

*2. Read chapter 4 in the text.

POST-TEST (time: 0 minutes)

No test will be given. The leader may ask the group to evaluate this session, if desired.

REFERENCES AND RESOURCES

Vogler, D. E., & Hutchins, D. E. (1988). Parents as tutors. Alexandria, VA: National Community Education Association.

Vignettes for role play situations (optional).

Flipchart.

Overhead projector and transparencies (optional).

Audiotape: "How to Listen so Kids Will Talk and How to Talk so Kids Will Listen".

NOTES

1. This lesson is particularly useful to understanding and using other concepts in the parent-tutoring process. The parents should demonstrate understanding through their TFA assessments and discussion during the group session.

2. If the leader is using a 6 session format, the "interest approach" and subgoal 1 can be combined and used in Session 2 as an introduction to TFA. At the next session the leader can use the examples shared previously to help parents learn how to build on and supplement child TFA strengths. The audiotape (subgoal 3) can be played at any session. The asterisked (*) activities are most important for accomplishing this lesson's content goal.

3. Suggested agenda for Session 3 (if offering this lesson as one full session):

--Review and introductory activities
--Session goal: personalize parent tutoring
--Objectives:
1. determine parent/child TFA patterns in the homework situation
2. build on and supplement the child's TFA strengths
3. use ideal parent-tutor TFA patterns
--Assignment
--Session summary
--Session evaluation (optional)

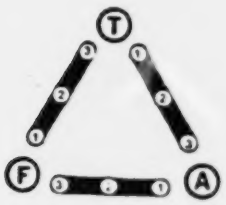
A 10 minute break will be taken after the first hour.

Session 3 - Attachment 1

Person: _____

Situation: _____

_____



Person: _____

Situation: _____

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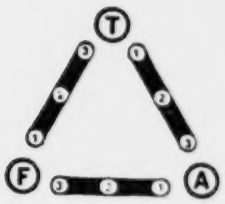

Person: _____

Situation: _____

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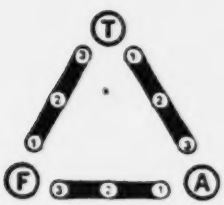
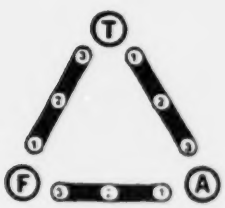


Person: _____

Situation: _____

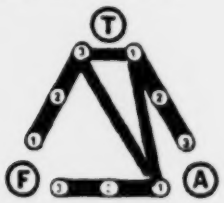
_____



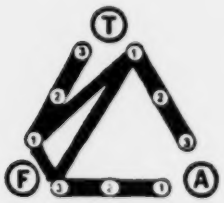
Session 3 - Attachment 2

INTERPRETING AND BUILDING ON TFA PATTERNS OF BEHAVIOR IN THE HOMEWORK SITUATION*

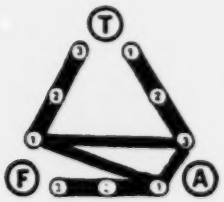
Sample TFA Patterns



A person who thinks a lot and takes action, but often does not consider the feelings of others.



A person who thinks a lot about the situation, feels very strongly, but is slow to take action.



A person who acts quickly without thinking and has strong feelings.

Possible ways to intervene through T, F, or A (Thinking, Feeling, or Acting).

(T)
1. Ask questions about what needs to be done.
2. What do you need to know to do the task?
3. What kinds of things do you need for the task?
4. Is it important to complete this work?

(F)
1. Acknowledge the feelings.
2. Ask about the feelings:
   a. What are your feelings?
   b. How would you like to feel?
3. Let the person have time out to collect herself before making a plan and taking action.

(A)
1. Based on what you said, what is your plan of action?
2. What is your goal?
3. How can you reach your goal?
4. Let's list the steps for your plan.
5. At what point shall we check with each other?

---

* Intervention with the parent starts where the TFA pattern is the most dominant (either T, F, or A) and progresses sequentially to the least dominant (or latent) area.

Session 4

Parent Education Group: Parents as Tutors

LESSON PLAN FOR CONTENT GOAL:
promote child/student motivation

INSTRUCTIONAL TOPIC
promoting child/student motivation

PREREQUISITE(S)
There are no prerequisites.

INTEREST APPROACH (time: 10 minutes)
(Depending on how many sessions are being held, the leader may want to incorporate some review of the previous session, use half of this session to provide content from Session 3, or devote this entire lesson to Session 4 concepts.)

The leader will ask the parents to think of a time when they were in school that they really became excited about learning something. Where were they? What happened to create that excitement? Was it something the teacher or someone else did? Have the group share some of these experiences. A discussion of motivation may follow. The leader may want to discuss the meaning of motivation (see the first paragraph on p. 22 in the text). The leader can then share the agenda for the session including reading the performance objective.

PERFORMANCE OBJECTIVE
The parent will promote child/student motivation. Performance will be satisfactory if the parent provides motivation through encouragement, structure, and interest practices several times during the week and if the practices are consistent with the guidelines in Parents as Tutors and the suggestions developed in class.

PREASSESSMENT

STARTING POINT PRE-TEST (time: 0 minutes)
No starting point pre-test.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: apply encouragement to motivation
DOMAIN: Affective LEVEL: Distinguish

THEORY OF LEARNING: Stimulus-Response-Reinforcement
METHOD OF DELIVERY: Discussion (time: 50 minutes)
INSTRUCTOR PRACTICES

*1. The leader will ask the parents to think about how they normally request that chores be done by their children. What is the typical response? What method and words work best to get the jobs done? What approaches stimulate future cooperation?

*2. The leader will further stimulate discussion of encouragement as a motivational technique by asking the parents to share the things they do and say that are most effective in motivating their children. These may be listed on the flipchart. (If the leader needs "starter" ideas, some are provided in the text and some can be found in the Notes (see #3.)

*3. The group will watch a video on self-esteem prepared by the Family and Child Development Dept. at VA TECH (or the leader may substitute other appropriate audiovisual material related to self-esteem).

ASSIGNMENTS (time: 0 minutes)
See last subgoal.

SUBGOAL TOPIC: apply structure to motivation
DOMAIN: Affective LEVEL: Awareness
THEORY OF LEARNING: Task Development
METHOD OF DELIVERY: Discussion (time: 20 minutes)
INSTRUCTOR PRACTICES

*1. After explaining how structure affects motivation (see text, p. 23), the leader will help the group brainstorm ways in which parents can provide structure practices to motivate their children. These may be listed on the flipchart. "Starter" ideas can be found in the text and in the Notes (see #3).

2. Some role play situations can be enacted to demonstrate how structure practices can provide motivation. (The counselor can come up with suggestions from the parent examples.)

ASSIGNMENTS (time: 0 minutes)
See last subgoal.

SUBGOAL TOPIC: apply interest to motivation
DOMAIN: Affective LEVEL: Distinguish
THEORY OF LEARNING: Goal Seeking
METHOD OF DELIVERY: Discussion (time: 20 minutes)
INSTRUCTOR PRACTICES

*1. Referring to the initial activity of the evening when each person thought of a time when they were really excited (motivated) about learning, the leader

will help the group explore how interest affects motivation by asking them to decide on the interest approach their teacher may have been taking. (There may also be structure or encouragement practices.)

2. Dividing the group into teams of three (optional), the leader will ask the group(s) to come up with some interest approaches to motivation. The group(s) will be asked to share these with everyone. The ideas may be put on a flipchart and the leader can offer to provide copies of these at the next session (optional). "Starter" ideas for interest practices are provided in the text and in the Notes (see #3).

ASSIGNMENTS (time: 60 minutes)

*1. For 5-10 minutes per day several times during the week, the parents will use encouragement, structure, and interest practices to provide motivation. E.g., the parent may try things such as accepting the child's ideas, asking thought questions, challenging the child to set goals, or relating new ideas to things that are already known. Parents should review and evaluate their use of these practices after trying them to determine what works best with their child.

*2. Read chapter(s) 5 (and 6) for next time.

POST-TEST (time: 5 minutes)

No test on this material. The leader may ask the parents to evaluate this session, if desired.

REFERENCES AND RESOURCES

Vogler, D. E., & Hutchins, D. E. (1988). Parents as tutors. Alexandria, VA: National Community Education Association.

Flipchart.

Overhead projector and transparencies.

VCR and video on self-esteem: "Self-Esteem in School Age Children". (Available from Self-Esteem Project, 3 Wallace Annex, Virginia Tech, Blacksburg, VA 24061-0431.)

NOTES

1. Depending on how many sessions are offered, the content in this session can be divided into the 3 subgoals or can be combined into one objective: "apply encouragement, structure, and interest practices to motivation". The content can be presented in approximately one hour and the remaining content from Session 3 (which can be split up between Sessions 2 and 4) can be provided in the other hour.

2. The video should be used if it is available. Other audiovisual material related to self-esteem and/or motivation may be substituted.

3. Miscellaneous content ideas that may be inserted in Session 4 (if desired) are:

--Some cues for motivation problems

1. Parent has trouble getting child to do homework.
2. Homework is a persistent problem.
3. Child is interested in everything but homework.
4. Child is bored before homework is finished.
5. Child is easily distracted from homework.

--Ideas for motivating children through:

1. Encouragement practices--sincere acknowledgement, compliments, find out about child's feelings, attention/praise, family celebrations, learning with the child, brag within child's hearing, build on child's strengths, intrinsic rewards, affection, accept child and her attempts.
2. Structure practices--change the name to something appealing, break down task into smaller parts, spend 5-10 minutes discussing plans and their importance, make charts, plan rewards, make agenda, ask questions, set goals, check up on homework, set time limits, have a routine.
3. Interest practices--relate the homework to real life, use humor, make the work come alive through enthusiasm, arouse curiosity, provide personal interest, share your interests, let child teach the parent or other children, provide hands-on experiences, make up games, visit places being studied.

4. Suggested agenda for Session 4 (if offering this lesson as one full session):

--Introductory activities (and review, optional)
--Session goal: promote child motivation
--Objectives:

1. apply encouragement to motivation
2. apply structure to motivation
3. apply interest to motivation

(Option: all 3 can be combined)

--Assignment
--Session summary
--Session evaluation (optional)

A 10 minute break will be taken after the first hour.

Session 5

Parent Education Group: Parents as Tutors

LESSON PLAN FOR CONTENT GOAL:
apply association learning

INSTRUCTIONAL TOPIC
applying association learning

PREREQUISITE(S)
There are no prerequisites.

INTEREST APPROACH (time: 10 minutes)
(This session can stand alone or be combined with Session 6. If the two lessons are done together, each should be allotted one hour.)

1. The leader may provide a brief review of motivation, if desired. Parents may want to share some of the motivation practices they tried and what practices worked best with their child. The group can categorize the ideas into encouragement, structure, and interest practices.

*2. Following the review, the leader will ask the group a series of questions to which they should supply the answers. Sample questions are: How many colors are in the rainbow? (7) Can you name them in order? (Hint: Roy G. Biv) How many Great Lakes are there? (5) Can you name them? (Hint: Homes) Can you name the planets in order? How? (MVEMJSUNP)

People often remember information like this by using association which occurs by relating new information to already known information through (a) likenesses, (b) differences, and (c) spatial relationships. The examples given use the first letter of each thing to be remembered to produce an acronym (e.g., HOMES).

*3. The leader can give the group an opportunity to name other memory devices and put the suggestions on a flipchart. Ideas can be added during the session.

4. Alternative introduction for this session: The leader will begin the session by placing several acronyms on the flip chart. She will ask the group if anyone can identify and explain these. The group will be asked to share other acronyms. The leader will ask what the purpose is for using these. Relate this to the lesson for this session.

*5. The leader can share the agenda and the performance objective(s) for the session. (Sessions 5 and 6 can be combined, if desired.)

PERFORMANCE OBJECTIVE

Working directly with the child, the parent will apply association learning. Performance will be satisfactory if the parent clarifies learner homework, identifies learner knowledge, and creates associations using the guidelines in Parents as Tutors.

PREASSESSMENT

STARTING POINT PRE-TEST (time: 0 minutes)

No starting point test: The instructional approach begins at ground level.

EXEMPTION TEST

No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: clarify the assignment

DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Discussion (time: 10 minutes)
INSTRUCTOR PRACTICES

*1. The leader will guide the group in a discussion of ways to clarify a child's homework assignment. The leader will ask them to identify positive and negative ways to get the same information. These ideas will probably relate to topics discussed in previous sessions (e.g., using active listening and responding). Role play may be used to demonstrate some of the techniques.

2. The leader will ask the group to share personal examples that illustrate techniques for clarifying their child's homework assignment. Ask what has worked and what might be improved.

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: identify learner knowledge

DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Demonstration (time: 10 minutes)
INSTRUCTOR PRACTICES

1. The leader will ask the group to develop a list of questions for identifying what knowledge the child already has about the assignment. The group can refer

to p. 28 for sample questions related to different subject areas. The leader can provide a sample assignment (e.g., a social studies' lesson on U.S. explorers). The group can brainstorm questions to ask. The ideas can be put on the flipchart.

2. The leader may ask the group to further consider how to ask the questions, how to provide reinforcement, how to motivate, etc.

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: create associations

DOMAIN: Cognitive LEVEL: Fact

THEORY OF LEARNING: Association

METHOD OF DELIVERY: Discussion (time: 30 minutes)

INSTRUCTOR PRACTICES

*1. The leader will briefly describe association learning and explain how associations are formed through similarities, differences, and spatial relationships (see p, 26, first paragraph. The leader can ask the group to discuss how parents and children can come up with associations. The group can brainstorm different types of associations (pp. 29-32 offer many suggestions including mnemonic devices, acronyms, tables, figures, contrasts, similarities, etc.). They can also brainstorm specific examples. The ideas can be written on the flipchart.

2. Working with the whole group or dividing the group into teams of three (preferably grouping parent by ages of children), the leader will assign subject areas with specific tasks (like math--division) to each group and ask them to develop associations by identifying similarities, differences, and/or spatial relationships (contiguities). (The group can come up with their own assignments, if desired.) The groups can share the ideas. The information can be placed on a flipchart and the leader can indicate willingness to distribute copies the following week (optional).

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: use associations

DOMAIN: Cognitive LEVEL: Application

THEORY OF LEARNING: Association

METHOD OF DELIVERY: Proficiency Exercise (time: 40 minutes)

INSTRUCTOR PRACTICES

*1. The leader will introduce and do a simulation with the group of a couple of association games that parents can do with their children. "Mind mapping" is

a super review technique. A large circle is drawn and a concept is written in the center. The learner freely associates facts and ideas that relate to the central concept (likenesses, differences, and spatial relationships). The information is put in circles that come off rays from the big circle. This is called stringing and chunking of information (see attachment for am example). This concept can also be used to help children with writing paragraphs.

"Instant replay" recreates a situation or process that can be seen and replayed in the mind's eye in the exact order, time, or place as it first was observed. E.g., "recreate the photosynthesis process in your mind's eye. Now draw that process on paper in the order in which you saw it." The end result is a figure or diagram that sets up a spatial relationship. It is a good technique to use with a scientific process or anything that has specific, orderly steps involved (see attachment for an example).

*2. The leader may briefly discuss the types of knowledge that test questions get. True/false (likenesses, differences) and completion questions usually provide "facts". Matching and short answer questions provide "understanding". "Application", often provided through essay and multiple choice questions, is rare with association learning.

3. Building on the previous discussion the leader can promote a frank discussion by the parents of possibilities and roadblocks in using association. Parents should help each other process these ideas. The leader can also ask the group to think of ways to help the child come up with associations.

ASSIGNMENTS (time: 60 minutes)

*1. Spending 5-10 minutes a day, the parent will combine the tasks for applying association learning. Parents should choose a target subject with the child and then clarify the assignment, identify the child's knowledge, and help create associations where needed. An informal evaluation of how the process worked with the child may follow the practice.

*2. Read chapter 6 in the text.

POST-TEST (time: 5 minutes)

No test for this session. However, the leader may ask the parents to evaluate this session, if desired.

REFERENCES AND RESOURCES

Vogler, D. E., & Hutchins, D. E. (1988). Parents as tutors. Alexandria, VA: National Community Education Association.

Flipchart.
Overhead and transparencies that include examples of acronyms (optional).
List of acronyms.

NOTES

1. This session may not be as lengthy as some of the previous ones. The leader may want to review concepts from the previous sessions and ask participants how they can use all the major concepts to date with their children without actually increasing the amount of practice time spent (10 minutes) daily. All the concepts allow for cumulative learning. The leader can also ask if there are special concerns which the rest of the group may be able to respond to.

2. As noted earlier, Sessions 5 and 6 can be combined. Some of the objectives will need to be skipped, combined with others, or shortened.

3. Suggested agenda for Session 5 (if offering this lesson as one full session):
   --Review and introductory activities
   --Session goal: apply association learning
   --Objectives:
      1. clarify the assignment
      2. identify learner knowledge
      3. create associations
      4. use associations
   --Assignment
   --Session summary
   --Session evaluation (optional)

A 10 minute break will be taken after the first hour.

4. Miscellaneous content that may be inserted in Session 5.
   --Cues for when and where to use association:
      1. Child has spelling problems.
      2. Child reads but doesn't comprehend.
      3. Child can't recall facts.
      4. Memorization is a traumatic experience.
      5. Nights before tests are really long.

Mind Mapping Example

Instant Replay Example:

PHOTOSYNTHESIS

Green Plant + CO_2 + H_2O + ☀ + Chlorophyll →

Sugar + Other kinds of foods.

Session 6

Parent Education Group: Parents as Tutors

LESSON PLAN FOR CONTENT GOAL:
apply "tasking-out" content

INSTRUCTIONAL TOPIC
applying "tasking-out" content

PREREQUISITE(S)
There are no prerequisites.

INTEREST APPROACH (time: 15 minutes)

*1. The leader can ask how the group used association learning during the past week. After some sharing, the leader can ask the group to describe how each of the content goal areas they have been working on are building on each other.

*2. The leader should share the agenda for the evening (see suggested agenda in the Notes). It includes the content goal and the objectives (subgoals) for the evening. The performance objective can also be read.

*3. Before beginning the learning experiences, the leader can ask the parents to indicate some of the major projects their children have had to do. These can be listed on a flipchart (for use later in the session).

4. Alternate suggestion for the interest approach:
The leader will tell the group they are going to write a paper. The first thing needed is a topic. The group will be asked for suggestions. (The leader should be prepared with a topic if the group has none.) Next the group will be asked to brainstorm three or four major ideas that could be elaborated on later. Finally the group of parents will be divided into four small groups and asked to come up with 3 or 4 points that will explain the main idea that was assigned to their group. The groups will be allowed two minutes to work since the idea is to emphasize the ease and rapidity with which an assignment can be broken down and combined again. When the groups are called together again, they will be asked to share three ideas that explain their main idea. When each group has shared and the ideas have been inserted in brief form under the main ideas on the flipchart, the group will be told that they have just participated in an assignment where a task was broken into smaller parts, the smaller jobs were done, and then the parts were combined into a whole.

The group will be told that having just participated in "tasking out" content, they will learn how this process can be helpful to their children and how to apply it easily.

PERFORMANCE OBJECTIVE

Working directly with the child, the parent will apply "tasking-out" content. Performance will be satisfactory if content is broken down, smaller segments are taught, and academic components are combined using the guidelines in Parents as Tutors.

PREASSESSMENT

STARTING POINT PRE-TEST (time: 0 minutes)

There is no starting point pre-test; however, the review in the interest approach will provide a common starting point for parents.

EXEMPTION TEST

No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: breakdown content

DOMAIN: Cognitive LEVEL: Fact

THEORY OF LEARNING: Task Development

METHOD OF DELIVERY: Discussion (time: 30 minutes)

INSTRUCTOR PRACTICES

*1. The leader will refer to examples of assignments (major projects) their children have been given. These all had more than one task for the children to accomplish. What type of response did the children have? Were they confused? Did they know exactly how to proceed? Did the parents have to help? What were the results?

*2. After the group shares their experiences, the leader will offer ideas on how to help children break down content. Referring to the text the leader can remind the group that it is not necessary to break down a task if the child can accomplish it without doing so.

The leader should indicate that task statements are most effective when they are very simple. Thus, using a present tense action verb and a direct object clarifies concisely and simply what needs to be done (see text, pp. 35-36). The most important questions to ask when developing task statements for a bigger task of project are:

1. What does the child need to know to (specify the content)?

2. What does the child need to be able to do to (specify the content)?

The leader can indicate that specific topics like single digit addition, double digit addition, spelling words, studying for a social studies test, etc., as well as major projects may need to have the task broken into simple parts.

Taking one of the major project examples, the leader will ask the group to brainstorm ways the project could be broken down into simpler tasks for the children. The leader can remind the group that while specific tasks may not seem to be related to the age group their child is in, most of the ideas can be generalized for children in the elementary grades.

When breaking down content into simpler tasks, the parents should be sure to ask the two important questions above. Other questions that can be asked are:

1. What does the child already know to begin the process?

2. What kinds of things are unknown?

(The previous 2 questions are classified as association learning. "Tasking out" content involves making associations because the parts have a relationship to the whole.)

Once parents have brainstormed the tasks for a project, they can put the tasks in a meaningful order. The leader should list the ideas on a flipchart. The leader can refer to #4 in the Notes for an example of "tasking out" a project.

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: promote mastery of component parts.

DOMAIN: Cognitive LEVEL: Understanding

THEORY OF LEARNING: Task Development

METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)

INSTRUCTOR PRACTICES

*1. The leader will refer to the project and its tasks. The leader can ask the group to describe how the child would demonstrate mastery of each part. In many cases there will be a tangible result. In some cases the child may need to use a check-off system (chart), be quizzed, use association, etc. E.g., if the child has to learn 10 spelling words, the parent could ask the child to spell them. With double digit division, the parent could ask the child to demonstrate how one problem is done.

*2. The leader will have the parents brainstorm ways a child can demonstrate mastery of parts (individual tasks). These can be listed on a flipchart.

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: promote combining component parts

DOMAIN: Cognitive LEVEL: Application

THEORY OF LEARNING: Task Development

METHOD OF DELIVERY: Discussion (time: 40 minutes)

INSTRUCTOR PRACTICES

*1. The leader will remind the group that there are three parts to tasking out content: breaking down content into its component parts, promoting mastery of the parts, and combining the parts again. There are two ways to combine parts--from general to specific and specific to general (see text, pp. 37-38). The parents may discuss ideas for doing this.

*2. The leader will show selected portions of a videotape for parents of elementary children, "Where There's A Will There's An A". The tape provides ideas for parents to work more effectively in the homework process with their children. The video is available commercially (see references). A good segment to show starts with the section on writing and continues through science, approximately 20 minutes. The leader can substitute another video or activity for this one.

*3. The leader will allow some time for processing the videotape. The leader will ask what ideas were suggested for breaking down content effectively.

4. Optional: Dividing the parents into groups of three (according to ages of their children), the parents will be given or come up with sample assignments their children might bring home. The parents will be asked to brainstorm ways they could help the child break down content into component parts, master those parts, and recombine them. The parents will return to the group and share their ideas. These can be put on the flipchart. Copies can be made and distributed at the next session, if desired.

ASSIGNMENTS (time: 60 minutes)

*1. Having completed this session, the parents will be asked to spend 5-10 minutes (no more than 10) talking with their child about homework. The emphasis this week should be on "tasking-out" content, using the three parts of that process. The cumulative learnings from the previous sessions can be combined

in this process. Parents should informally evaluate their progress on "tasking-out."
*2. Read chapter(s) 7 (and 8) for the next time.

POST-TEST (time: 5 minutes)

No test for this session. However, the leader may have the parents evaluate this session, if desired.

REFERENCES AND RESOURCES

Vogler, D.E., & Hutchins, D.E. (1988). Parents as tutors. Alexandria, VA: National Community Education Association.
Overhead projector.
Flip chart.
VCR and videotape, "Where There's a Will There's an A". Available from Chesterbrook Educational Publishers, Inc., Paoli Corporate Center, 16 Industrial Blvd., Paoli, PA 19301. ($69.95 plus shipping)

NOTES

1. It is hoped that with this session as with all the sessions the application of the concepts presented is combined with all others and used appropriately. In other words it may not always be appropriate to task-out content. Association, asking questions, or using encouragement may be sufficient. The leader should encourage the parent to talk with their child daily about homework concerns, but they should use their own good judgment on the most appropriate approach.

2. While a videotape is recommended, it can be omitted if not available or a substitution can be made.

3. Suggested agenda for Session 6 (will need to be modified if Sessions 5 and 6 are combined):
   --Review and introductory activities
   --Session goal: apply "tasking out" content
   --Objectives:
      1. breakdown content
      2. promote mastery of component parts
      3. promote combining component parts
   --Assignment
   --Session summary
   --Session evaluation (optional)

A 10 minute break will be taken after the first hour.

4. Miscellaneous content ideas that may be used with Session 6:
   --Cues for times when "tasking out" may be needed:
      1. Child appears overwhelmed or frustrated.
      2. Child doesn't know where to start.
      3. Child doesn't know what's important.

4. Child doesn't see the big picture.
5. Child doesn't break large tasks into parts.

--Example of "tasking out" a major project in social studies: report on a president.

1. select president
2. gather information
3. decide on resources
4. read information
5. take notes
6. organize information
7. put information in order
8. make an outline
9. fill in details
10. write report
11. edit report
12. write final draft

Session 7

Parent Education Group: Parents as Tutors

LESSON PLAN FOR CONTENT GOAL:
apply goal seeking learning

INSTRUCTIONAL TOPIC
applying goal seeking learning

PREREQUISITE(S)
There are no prerequisites.

INTEREST APPROACH (time: 10 minutes)

*1. The leader will ask, "What have you been doing with your children related to the homework process during the last few weeks?" This question should lead to a brief review of some of the homework practices including active listening, association learning, and "tasking out" content. The leader or a member of the group may be able to comment on the cumulative nature of the learnings that have been practiced. The leader may mention that chapters 5 - 8 discuss ways that we help our children learn.

*2. The leader will then ask the parents to share goals they have set during their lives. These can be listed on the flipchart. The leader can help them explore the difference between long and short term goals.

PERFORMANCE OBJECTIVE
Working directly with the child, the parent will apply goal seeking learning. Performance will be satisfactory if the parent helps the child establish realistic goals and make a commitment to them using guidelines provided in Parents as Tutors.

PREASSESSMENT

STARTING POINT PRE-TEST (time: 0 minutes)
No starting point pre-test. The review in the interest approach provides a common starting point.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: promote goal-setting
DOMAIN: Cognitive LEVEL: Fact
THEORY OF LEARNING: Goal Seeking
METHOD OF DELIVERY: Demonstration (time: 30 minutes)

INSTRUCTOR PRACTICES

*1. Didactic segment:

The leader will indicate that the concept of goal seeking is to help the child set goals, adjust the goals for realism, and help the child make a commitment to the goal. A goal is made up of a present tense action verb (specifies action) and a direct object (specifies what is to be done). It is stated like a task statement (see chapter 6). (The leader may want to let the group discuss goal and task statements here or sometime during the session.)

*2. The leader will ask the group to brainstorm some goals that are appropriate for their children. These can be any type of goal and can be long term (LT) or short term (ST). The leader can list these on a flipchart using a present tense verb and a direct object and can label them LT or ST.

*3. Using some of the examples, several role plays can be done with the group. The leader can act out the part of a parent and a parent can play the part of the child. The role plays should demonstrate "setting a goal". The leader can ask the group to comment on positive aspects of the goal-setting role plays.

Note: The role plays will be most effective if they are spontaneous and are specific to the needs and ideas of the particular group.

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: promote realistic goal-setting

DOMAIN: Cognitive LEVEL: Understanding

THEORY OF LEARNING: Goal Seeking

METHOD OF DELIVERY: Discussion (time: 20 minutes)

INSTRUCTOR PRACTICES

*1. The leader will ask the group to brainstorm guidelines for setting realistic goals (long or short term). Some ideas for the leader to contribute if the group does not are: goals should be age appropriate, skill-level appropriate, attainable, challenging but possible, understandable, and broken down into smaller tasks if needed.

*2. The leader can continue the discussion of realistic goals by having the group refer to p. 40 in the text. In order to make goals more realistic, some standards for performance can help. Using the guidelines on p. 40 (listed on transparency, if desired), the leader will ask the group to generate realistic goals that might include one or more of the

categories. Parents may discuss what criteria are appropriate for particular situations.

3. Optional: The leader may choose to give the parents a list of developmental skills for elementary children. The leader can briefly go over these while sharing with the group that this list may serve as a guideline for what their child may be able to do realistically. The group should be cautioned that all children are different and may be at different stages than listed.

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: seek child's commitment to goal

DOMAIN: Cognitive LEVEL: Understanding

THEORY OF LEARNING: Goal Seeking

METHOD OF DELIVERY: Demonstration (time: 30 minutes)

INSTRUCTOR PRACTICES

*1. Didactic segment by the leader:

Some cues for determining if goal seeking is needed include:

1. Child does not care about school work.
2. Child hates to start homework assignments.
3. Child eagerly begins homework but loses interest quickly.
4. Child jumps from one homework activity to another.
5. Child fails to complete homework assignments.
6. Child seems unchallenged by homework.

The leader can indicate that goal seeking doesn't just happen. It has to be done consciously. Three main reasons provide the basis for goal seeking learning:

1. To help avoid just "getting by".
2. To provide challenging yet possible tasks.
3. To help the child "buy in" or take ownership of the goal/learning. Ownership produces results which lead to the child taking responsibility for goal setting.

Goals should be used judiciously and parents should be sure the goals are realistic.

*2. The leader will ask the group to brainstorm some roadblocks to goal seeking. Some roadblocks may include: symptoms of just "getting by" like barely doing the assignment, not caring about accuracy, lacking enthusiasm, being easily distracted, rushing through the assignment, just going through the motions of studying, etc.

*3. The leader can refer the group to the three steps for establishing commitment on p. 41. The group can read and discuss them. They can provide positive and negative situations in which they have tried or could try the three steps. The leader may use some examples from the group to develop role play situations, related to establishing commitment, that volunteers can act out for the group.

4. Optional: The group can watch an appropriate segment from the videotape "Where There's a Will There's an A" on goal-setting and goal-commitment (approximately 2 minutes at the end of the tape). The group can then discuss their ideas about the video and bring up their concerns. (Another appropriate video can be substituted, if desired.)

ASSIGNMENTS (time: 60 minutes)

*1. The parent will spend 5-10 minutes (no more than 10) per day listening and responding to the child. As the child shares the day's assignments, the parent will help the child set one or two goals for completing the assignments. The parent will seek commitment for goal completion. The parent and child will agree on an appropriate reward for completion. Parents can share their experiences at the next session.

*2. Read chapter 8 (or 9) for next time.

POST-TEST (time: 5 minutes)

No test for this content goal. However, the leader may ask parents evaluate this session.

REFERENCES AND RESOURCES

Vogler, D. E., & Hutchins, D. E. (1988). Parents as tutors. Alexandria, VA: National Community Education Association.

VCR and videotape, "Where There's a Will There's an A." (Ordering information is listed in Session 6 references.)

Role play situations (optional).

Overhead projector and transparency of standards for realistic goals (optional).

Copies of developmental traits of children (optional).

NOTES

1. In this session as in all others, the counselor's ability to discern specific needs of the group is important. Care should be taken to respond to specific needs, but not to let any one concern overwhelm the group's functioning. It is also important to cover the content goals adequately so the group can practice goal-setting behavior at home.

2. While a segment of videotape is recommended, the program can be done without it. Another video on setting goals can also be substituted.

3. Time allotments and activities for each subgoal can be shortened or lengthened depending on whether this session is done alone or combined.

4. Suggested agenda for Session 7 (will need to be modified if Sessions 7 and 8 are combined):

- --Review and introductory activities
- --Session goal: apply goal seeking learning
- --Objectives:
  1. promote goal-setting
  2. promote realistic goal-setting
  3. seek child's commitment to goal
- --Assignment
- --Session summary
- --Session evaluation (optional)

A 10 minute break will be taken after the first hour.

Session 8

Parent Education Group: Parents as Tutors

LESSON PLAN FOR CONTENT GOAL:
reinforce child/student learning

INSTRUCTIONAL TOPIC
reinforcing child/student learning

PREREQUISITE(S)
There are no prerequisites.

INTEREST APPROACH (time: 10 minutes)

1. If this session is offered alone, the leader may want to review briefly by asking the parents how they applied goal seeking learning during the past week.

*2. The leader will ask for a volunteer from the group to play the part of a fourth grade child. The "child" should share a homework situation that is causing him/her trouble. The leader will play the "parent" role by asking appropriate questions and giving reinforcement for the solutions that are found. The group will then be asked to share what kinds of things they observed the "parent" doing. The parents will be reinforced by the leader for their observations. This activity should lead nicely to the first "learning experience".

PERFORMANCE OBJECTIVE
Working directly with the child, the parent will reinforce child/student learning. Performance will be satisfactory if learning is reinforced and the reinforcement is consistent with the guidelines in Parents as Tutors and suggestions developed in the parent group.

PREASSESSMENT

STARTING POINT PRE-TEST (time: 0 minutes)
No starting point pre-test.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: understand stimulation and reinforcers
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Stimulus-Response-Reinforcement
METHOD OF DELIVERY: Discussion (time: 30 minutes)

INSTRUCTOR PRACTICES

*1. The leader can put a few explanatory words (see Notes, #3) on a flipchart. Using this visual description, the leader will describe briefly the use of S-R-R to promote learning. This approach to S-R-R is an adaptation of experimental ("rat") psychology. Punishment is not included in this approach. The summary on page 47 of the text, along with the notes on the flipchart, provides the main ideas the leader should communicate. The leader can refer to the role play in the interest approach to give examples of stimulus, response, and reinforcement. The group may want to share other ideas.

*2. The leader will create affective awareness by helping the group develop a list of reinforcers. The easiest ones will be positive reinforcers. Neutral reinforcers should be listed and parents should discuss appropriate use of these. Negative reinforcers of a nonthreatening variety can also be explored. Possible overlap of the three types of reinforcers should be examined. All reinforcement ideas should be listed by type on the flip chart.

Reinforcers should be agreed on by parent and child. (They should have an agreed upon pool of reinforcers.) If both view the reinforcer differently, reinforcement will not occur. Some ways to develop a pool of reinforcers include: (a) having the parent provide a list of terms and ideas that the child can rate positively (+), negatively (-), and neutrally (0); (b) having the child rate a list of reinforcers from best to worst by numbering them from 1-20 (20 being least liked by the child); and (c) having the child list reinforcers in three columns that are labeled best, "so-so", and worst.

Didactic segment: Negative reinforcement and punishment are not the same. Punishment is usually derived on the spot without apriori information. It exists in an environment of "no" discussion. Negative reinforcement should be used only in situations where parents feel there is really a need or there are safety issues. Negative reinforcement in the homework situation can have unreliable and uncertain results that may cause more harm than good to the parent/child relationship. It should be use sparingly.

3. The leader will ask the group to share opening words for questions and directive statements that can be used by parents to stimulate the child's response. These ideas can be listed on the flipchart.

4. The group can break down into small groups of three to practice using stimulus questions and statements and reinforcers. Role play suggestions can be given to the group or they can be encouraged to make up their own. One person can be the parent, another the child, and the last can be the observer. They can switch roles until each has taken each part.

5. The whole group will reconvene and share observations from their role play situations.

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: interpret and acknowledge child's responses

DOMAIN: Cognitive LEVEL: Understanding

THEORY OF LEARNING: Stimulus-Response-Reinforcement

METHOD OF DELIVERY: Discussion (time: 20 minutes)

INSTRUCTOR PRACTICES

*1. The leader will ask a question a typical parent might ask at the end of a school day, "What happened at school today?" The parents will be asked to share responses they would be likely to hear at home. These responses will be listed in brief form on the flip chart. Parents will then be asked to brainstorm different responses/reinforcement they could make depending on how they interpreted the child's response. Parents should be encouraged to discuss such things as:

a) reasons responses/reinforcement may vary for different people;

b) whether there are right or wrong reinforcers;

c) how they can determine the most appropriate reinforcement for themselves;

d) how they can learn to use this reinforcement with greater ease.

(Interpretation of responses is done by both parent and child. Thus, reinforcement must be viewed the same by parent and child. When a child's response is observed, it should be acknowledged (see p. 45) by the parent. Acknowledging the child's behavior allows the parent to see if both the parent and child agree on the message.)

2. Other questions that parents typically ask along with the children's responses can be discussed. The group can be asked to share some positive stimulus questions that may help explore the current homework situation and to provide reinforcers that can be used depending on the child's response. These can be listed on the flip chart. Volunteers will be asked to

demonstrate a possible scenario. (If there are no volunteers, the leader can do the role play with a volunteer playing the part of the child.)

ASSIGNMENTS (time: 0 minutes)
See last subgoal.

SUBGOAL TOPIC: phase out reinforcement
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Stimulus-Response-Reinforcement
METHOD OF DELIVERY: Discussion (time: 20 minutes)
INSTRUCTOR PRACTICES
*1. The leader will ask the group to review what they have learned about S-R-R. When and how will they use it? How can S-R-R be combined with other strategies learned in the course? After sharing these ideas the group will share what they consider may be basic principles for knowing when to phase out reinforcement. The leader can put these ideas on the flip chart. (This subgoal is a difficult one. It is not easy to know when to phase out a reinforcer.)

ASSIGNMENTS (time: 60 minutes)
*1. The parent will spend 5-10 minutes (no more than 10) a day using S-R-R techniques in working with the child. If possible the parent will combine these techniques with other techniques learned in the course. The parent may or may not find an appropriate reinforcer to phase out. The parents should be encouraged to have patience in the process of reaching this stage.
*2. Read chapter 9 for next time.

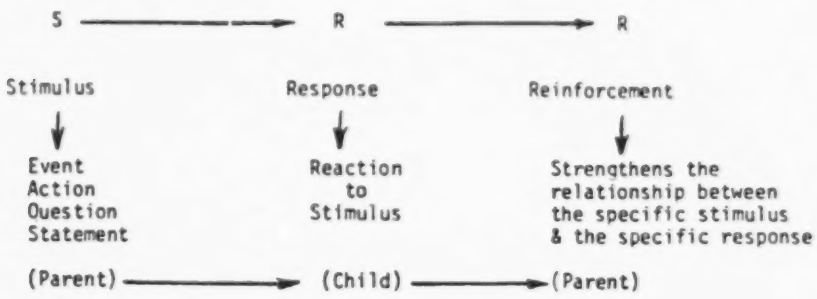
POST-TEST (time: 5 minutes)
No formal post-test will be given. The leader may ask the parents evaluate this session, if desired.

REFERENCES AND RESOURCES
Vogler, D.E., & Hutchins, D.E. (1988). Parents as tutors. Alexandria, VA: National Community Education Association.
Role play activities (optional).
Flip chart.

NOTES
1. As in all the PAT activities, practice is the key to learning appropriate use of the strategies. Practice should be limited to no more than 10 minutes per day with the child. Only one parent should use these strategies each day with the child. Parents can take turns on different days.

2. The activities can be expanded or decreased depending on whether this session is offered alone or in combination with Session 7. If the leader has an appropriate video, it could be used.

3. S-R-R Visual Explanation



4. Miscellaneous content ideas that can be used with Session 7:
   --Cues that suggest when and where reinforcement may be needed:
      1. Child has trouble knowing what's acceptable or unacceptable.
      2. Parent and child don't know or agree on what's pleasing and not pleasing.
      3. Child sporadically does things you like.
      4. Child does things you'd like never to occur again.
      5. Child is not self-motivated.

5. Suggested agenda for Session 8 (will need to be modified if Sessions 7 and 8 are combined):
   --Review and introductory activities
   --Session goal: reinforce child/student learning
   --Objectives:
      1. understand stimulation and reinforcers
      2. interpret and acknowledge child's responses
      3. phase out reinforcement
   --Assignment
   --Session summary
   --Session evaluation (optional)

A 10 minute break will be taken after the first hour.

Session 9

Parents Education Group: Parents as Tutors

LESSON PLAN FOR CONTENT GOAL:
promote independent learner status

INSTRUCTIONAL TOPIC
promoting independent learner status

PREREQUISITE(S)
There are no prerequisites.

INTEREST APPROACH (time: 10 minutes)

The leader will ask the parents to share success stories related to the homework situation in their families. The others will be asked to make observations tying the successes to the goals they have been working on in this workshop.

PERFORMANCE OBJECTIVE
The parent will promote independent learner status. Performance will be satisfactory if learner independence and the tutor process is assessed using guidelines established in the parent group.

PREASSESSMENT

STARTING POINT PRE-TEST (time: 0 minutes)
No starting point pre-test.

EXEMPTION TEST
No exemption test is offered.

LEARNING EXPERIENCES

SUBGOAL TOPIC: examine different learning styles
DOMAIN: Cognitive LEVEL: Understanding
THEORY OF LEARNING: Association
METHOD OF DELIVERY: Lecture/Presentation (time: 20 minutes)
INSTRUCTOR PRACTICES
*1. The leader will make a brief presentation on right brain/left brain dominance. Content is available in many books. The manual to "Where There's a Will There's an A" has helpful ideas.
*2. The leader will show a brief video segment from "Where There's a Will There's an A" on right brain/left brain dominance and different learning

styles. Another video or other material can be substituted.

ASSIGNMENTS (time: 0 minutes)

See last subgoal.

SUBGOAL TOPIC: develop an independent learner and celebrate success

DOMAIN: Affective LEVEL: Integrate

THEORY OF LEARNING: Problem Solving

METHOD OF DELIVERY: Discussion (time: 60 minutes)

INSTRUCTOR PRACTICES

*1. The leader will provide a summary activity. First, each participant should write down what they consider are the characteristics of an independent learner. Second, each person should share their ideas with the group. The leader should put all of the ideas on the flipchart (except duplicate ideas). When the ideas are listed, each person can be given a different colored marker (or 6 self-sticking dots). Each person can then go to the flipchart and vote for their six choices for characteristics of independent learners. After the voting is finished, the choices can be ranked from 1 - ?.

The leader will put the top vote-getting idea on the chart and ask two questions:

1. What do you need to know to develop this characteristic in your child?

2. What do you suggest you do to develop this characteristic in you child?

The responses from the group should be listed on the flipchart.

The leader can put the second ranked characteristic on the flipchart and have the group answer the same two questions. This same procedure can be repeated for as many characteristics as the leader desires. However, 2 or 3 should be sufficient. What will emerge is a review of all the practices the participants have been working on during the parent tutor program. This technique works as a review and an affirmation of the progress parents have made. It also allows them to see that the process is ongoing and that as they continue to practice their parent tutor skills, their children will become independent learners.

ASSIGNMENTS (time: 0 minutes)

The parents should continue to use the parent tutor skills to help the child become an independent learner.

POST-TEST (time: 15 minutes)

The parents will be asked to evaluate in writing the parent group and their progress as parent tutors.

REFERENCES AND RESOURCES

Vogler, D. E., & Hutchins, D. E. (1988). Parents as tutors. Alexandria, VA: National Community Education Association.

NOTES

1. There is no new content in this session. It will be an opportunity for review, questions, and celebration of positive steps. It will also be a chance to remind parents that the parent tutoring process is on-going and requires continued practice for short periods of time daily or as often as possible.

2. Miscellaneous content--Cues of independence:
   1. Child shows initiative in beginning homework.
   2. Child thinks, feels, and acts with confidence.
   3. Child initiates requests for assistance.
   4. Child articulates plans of action.
   5. Child accepts consequences of decision.